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JUNE, 1946

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Cover Photo—Outdoor Cooking at Camp Tanamakoon, in Northern Ontario.

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School - Camp Education

An Integrated Program

Dr. Donnal V. Smith

President, New York State Teachers College
Cortland, N. Y.

EVERYONE IS AWARE of the significant advance public education has made in the United States in recent times. No one wishes to belittle this achievement. There are, however, significant challenges which education has failed to meet either wholly or in part. Each of these challenges could, however, be met by recognizing that education proceeds in places other than schoolrooms and school buildings. Everyone who has had experience in camping recognizes the opportunity to teach young people in the favorable out-of-doors setting.

Specifically, the particular shortcomings of public education which could be improved by a camping program are:

First, the inflexibility of the education system results in a formal program that is unable to meet the needs of individuals. We have had extensive discussion of the platoon systems, individual programs and similar attempts, but the fact remains that public education still operates on a mass system. Each class or group is composed of 30 or 40 individuals and there is but little chance that each individual will be recognized in this group. Yet educational progress results only through the opportunity of the individual to develop his own powers and abilities. Moreover, the school program, in order to use the plant efficiently, is a scheduled one. Children are asked to be interested in history at a specified hour for a specified length of time and on a specified subject. No matter how great or how small that interest is it has to be stop-

ped, and another specified interest developed for the next class on the schedule. This type of program carries through the entire day and the children who do not surrender their interest to that of the curriculum and the schedule can be classed as a school failure and may be called uncooperative.

A second shortcoming of the public education program rests in its inability to help young people develop the power of adaptability. The school as a pattern exists nowhere else in society. Anyone, led blindfolded into a school room, would recognize the place as soon as the blindfold was removed. Likewise, the program and personnel are peculiar to the educational institution. It is not too much to say that the school helps youth to adapt himself to school teachers and school children in school room situations, but

doesn't go very far beyond that. So far as school environment is concerned, it is unchanging and once adjusted to it the adjustment is practically permanent. Yet, life outside the classroom changes constantly and in a variety of ways.

Camping offers a much less rigid program than at school. Situations in the out-of-doors are almost kaleidoscopic in change. The program of a camp is one of constant activity, calling for continuous change and readjustment. The environment also is a changing one. The camp always adapting a program to meet changing situations, calls upon campers to develop adaptability both to the environment and to other people.

A third challenge that education has not been able to meet completely is that our schools do not provide youth with an understanding of our economic organization and its administration. To be sure, we have Economics courses in schools, but these courses usually consist of mere study of a description of economic practice and procedures which themselves have undergone change, even while the descriptions were being written. Our capitalistic economy is unique in the history of economic activity. It has enabled the American people to develop a standard of living unparalleled in history. Yet, today capitalism is frequently attacked by people who charge that it is unsocial, unsympathetic or unfair to individuals.

The fact is our system of economy is predicated solely on the production of a surplus, collecting and saving that surplus and then using it to further satisfy human



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needs and desires. This entails a high quality of cooperation. The specialization of labor and industry has made possible this advance. At the same time it has become increasingly difficult for those who work to see clearly their contribution to the economic process. Technical development frequently has to wait years for the social adjustment that will enable the people to realize the benefits that can be gained.

No economy in the world demands as much creative power as capitalism. No economy exacts as much cooperation and interdependence. It is, in fact, a social practice whose efficacy depends on action more than mere thought. There was a time when the home supplied instruction in economics but today the boy or the girl in the home has little opportunity to develop much economic power. A boy may remove ashes, shovel walks or mow a lawn. His sister can push a vacuum cleaner, wash dishes but these tasks are not stimulating, creative activities. They represent a residue which our creative activity has not yet eliminated. Better economic practice than this is necessary if our youth are to understand and operate our economy.

We have sought in literature and history to place a premium on work. We preach about its dignity, yet our economic order has periods of unemployment with millions forced to an unplanned and undesired leisure. The same history that preached the dignity of work likewise records man's struggle to reduce it.

While camp programs do not undertake to simulate an industry or a farm, they nevertheless quickly develop an understanding of manpower. They place a premium on working together in common enterprise and constantly challenge the creative ability of each individual.

The fourth challenge education has not fully met is the development of individual responsibility. From the foregoing it can perhaps be understood how economic responsibility has not matured. The school itself does little to develop political responsibilities.

The school program is organized

on a concrete, dictatorial basis. Bells ring, teachers assign, the laws dictate school attendance, but in the out-of-doors the camp that is happy and successful is one only when campers and leaders work together on a common basis toward a common objective. The camp itself is a political entity and its purpose recognizably political.



Dr. Donnal V. Smith

Moreover the highly organized educational program does not do very much to develop moral responsibilities. All too often the individual in the school room is pitted against a system. The question of right and wrong in little things is not often considered. But in camp each issue is one which must be discussed and talked about with other individuals. Thus each comes to see the value of standards and group patterns and, understanding, assumes his share of responsibility.

Lastly, the school doesn't do very much to train youth in the American tradition. Not very long ago the "New York Times" conducted a survey and voiced its distress at the inability of high school children to remember dates. Much more significant is the fact that too many young people grow up today with a feeling that their heritage guarantees the continuance of Democracy.

Many history books describe Democracy as the heritage of the American people, whereas it actually is an invention of the

American people and every generation, every decade has to make its contribution to keep it going. The whole people must be devoted to the conviction that Democracy, as a form of social organization, succeeds because it provides that all decisions affecting the general wellbeing are habitually determined by the bulk of the people.

The idea of human dignity, the perfectibility of man, the ability to distribute social gains equitably and the reliability of majority decisions are all principles that are forged by a people who live and work together. This calls for action, not merely theory, which is only thought about action. These ideals can't be inculcated or mastered in a copy book; they must be realized through human practice.

There are those who contend that the administrative problems in the establishment of school camps are insurmountable. Certainly every great educational advance must have been assailed by the same declaration. It is for that reason that you who are interested in camping must be appealed to. You alone can assist our educators and administrators in the development of an extended program of education. It is not that we wish to merge school and camp but that we wish to add camping experience to that already afforded in our schools.

This is the opportunity for which people of your interest have been waiting. If you fail to enter into an extended consideration of what can be done to improve our educational offering through the use of camps you will be missing the chance to sell camping as the unique contribution of this century to educational progress.

The truth of all that I have said you must surely recognize. You have seen boys and girls from city and country change character and even countenance, in the favorable atmosphere of the out-of-doors. This should be the opportunity for all of our children. Those in education who see this chance to make the program better and more valuable, appeal to you to help us in this humanitarian effort.

AT THE back of every Camp Director's mind as he makes his preparations for the summer's work, is the haunting thought, "If Polio Should Strike!"

An outbreak in camp of any communicable disease is dreaded, but poliomyelitis (or infantile paralysis) stands in a class by itself. It is feared beyond any other known disease. It is even feared extravagantly, unreasonably, hysterically.

Why? Undoubtedly because of the crippling that sometimes results, and also of the unfounded belief that crippling is an inevitable or usual consequence — which is far, very far, from being the truth. The mystery that still clings to infantile paralysis, the many problems still to be solved before any adequate protection from it can be given, the general ignorance concerning it, all contribute to this exaggerated fear. To overcome it, a better understanding of those facts which have already been established is needed¹. As Marie Curie once said, "Nothing in life is to be feared; it is only to be understood."

Although there is as yet no vaccine or serum that can protect children or adults from infantile paralysis, and no drug that can cure them if attacked, experience and the knowledge already gained from research point to certain precautions that may contribute to safety and which should therefore be observed when cases of infantile paralysis have been reported in the neighborhood. Camp Directors will be concerned with these precautions.

Precautions Before Camp Opens

1. Have doors and windows thoroughly screened from flies.

It is not enough to depend on screen doors being closed; they should close automatically by good springs or otherwise. This is especially needful where latrines are used.

The virus of infantile paralysis is known to be present in the stools of patients, even of those who have the disease in a light

form. It is also frequently found in the stools of persons who have merely been in contact with a patient. A visitor to the camp using the camp's toilet facilities might unwittingly be one of these.

As flies have been known to carry the virus, it is easy to see the importance of keeping them screened from human wastes, and food free from contamination from this source.

During the 1944 epidemic in North Carolina, epidemiologists placed sliced bananas in a home where a child was ill with infantile paralysis. For two days the banana stood on the kitchen table open to the flies. It was then sent

having an epidemic of infantile paralysis.

The decision of whether or not to close a camp when an outbreak of infantile paralysis occurs in that area is primarily one for the Health Officer to decide. In some cases, camps have been ordered closed. In others, camp directors are advised to keep the children together. Even when the Health Officer advises the latter course, it may be difficult to persuade anxious parents to allow their boys or girls to remain. There may be good reasons, however, for their doing so. The children have already been together for some time; if no symptoms of the

What to do IF POLIO STRIKES Your Camp

By Hart E. Van Riper, M.D.

Acting Medical Director,
National Foundation for Infantile Paralysis

to a laboratory at Yale and fed to monkeys. Shortly afterwards, excreta from these monkeys was found to be loaded with the virus. This is not considered proof that flies transmit the virus to human beings, but it is a strong hint that cleanliness of food and person may be an important precaution.

2. Assure the purity of the water supply.

The danger of drinking polluted water is obvious, but the danger from swimming in it is not so generally recognized, and certainly not by children. Swimming is usually one of the chief attractions of a camp, but when there is any suspicion of infantile paralysis in the vicinity, it should be determined that the lake or stream is free from all contamination from human wastes. The virus has repeatedly been found in samples of sewage from cities

disease have appeared among them, they may be safer remaining where they are than in going home where they will make new and intimate contacts with other children, other people. Also, there is the possibility of spreading the infection to other parts of the country by scattering the members of the camp to all points of the compass.

If the camp is to be kept open, observe these precautions:

1. Isolate at once any child who shows even slight signs of sickness.

Take no chances. Act on the assumption that it may be infantile paralysis. The first symptoms of this disease are frequently indefinite, and may consist only of a head cold, a sore throat, a little fever, nausea, headache—symptoms that might equally indicate many of the minor diseases.

¹Publications of the National Foundation for Infantile Paralysis that enable the layman to gain some insight into this disease, can be obtained on request to 120 Broadway, New York 5, N. Y.

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Crippling from Polio is neither inevitable nor usual; knowing the facts will help overcome fears.

with another group of monkeys, half of whom after being inoculated were kept at rest in cages, while the other half were allowed to develop fatigue to the point of exhaustion. Twice as many of the exhausted monkeys succumbed to severe paralyzing attacks of the infantile paralysis as did those kept at complete rest.

These experiments indicate that plunging into cold water when hot after exertion, or allowing children to exercise to the point of extreme fatigue, are practices to guard against when infantile paralysis is, or is suspected to be, in the neighborhood.

3. Limit visitors to camp.

Under the circumstance we are considering — the proximity of cases of infantile paralysis—the fewer visitors to camp, the less the chance of infection being brought to it from the outside.

During an epidemic the virus is very widespread. Many cases are actually so light as not to be recognized. There are probably more than ten of these so-called "abortive" cases to every one that is reported. They may even be so little ill that they go about their business as usual, quite unaware that they are undergoing an attack of infantile paralysis and may be carrying the virus to others. As there is no practical way of identifying these "carriers," it is evident that avoiding contact with the virus is a virtual impossibility. It is evident also that reducing the number of contacts made by children should lessen the chances of infection.

4. Guard against fear.

Fear is insidious. If the camp director and counselors are emotionally upset over possible danger, their fear will almost inevitably carry over in some vague form to the children.

The fear of this disease is almost always out of proportion to the risk. Though communicable, it does not run through a community as measles, for instance, often does. It is seldom that during an epidemic more than one child in 300 is attacked, and the majority of these recover com-

There may be diarrhea or more likely constipation. Stiffness of the neck or back and pain or soreness in the muscles are more pronounced symptoms. Often the patient feels excessively fatigued and shows nervousness and apprehension.

The doctor must of course be called in without delay. It is highly important in this disease that treatment should be given early. Meantime, the patient must be put to bed, for rest is also important. To use muscles that are perhaps already being weakened may lead to serious consequences.

Care should be used in disposing of the body discharge of the patient, since it is in these discharges that the virus of infantile paralysis may be found. The safest camp procedure is to burn them with gasoline, the at-

tendant then scrubbing his hands with soap and water.

2. Guard the children from over-fatigue or sudden chilling.

Here experience is our guide. It has frequently been observed that where a case of infantile paralysis develops after extreme exertion or after sudden chilling of the body, it tends to be a serious one. This was proved by Dr. Sidney O. Levinson of the Michael Reese Hospital in Chicago. He inoculated healthy monkeys with the virus of infantile paralysis and later exposed half of them to a sudden and thorough chilling. It was found that more than twice as many of the chilled monkeys developed infantile paralysis as did those not chilled, and that the chilled animals had a much more serious, paralyzing type of the disease than did the others.

A similar experiment was tried

The author of this article Hart E. Van Riper, M.D., has been Acting Medical Director of the National Foundation for Infantile Paralysis since December, 1945. Before accepting this appointment, Dr. Van Riper served as assistant director for maternal and child health in the U. S. Department of Labor's Division of Health Services, and later as medical director of the Jackson Memorial Hospital, Miami, Florida.

pletely. Others, from 25 to 30 per cent, will show slight after-effects, but not enough to prevent their leading a practically normal life. There is a residue of from 15 to 20 per cent who are more seriously affected, and it is these comparatively few cases that lend the disease its terror.

What to do if a Case Develops in Camp

If the doctor makes a diagnosis of infantile paralysis—probably if he only suspects a case—he will notify the Health Officer of the district. This officer will advise as to whether the other children should be sent home or the camp quarantined. He will also direct to which hospital the patient is to be taken for the acute stage of the disease. Not all hospitals admit infantile paralysis patients, though there is a growing willingness to do so.

There is likely to be an immediate question of expense. Some hospitals require payment in advance, and all want to be assured that bills will be met. The transportation of the patient in itself often entails some outlay. There need, however, be no anxiety on the score of expense. County Chapters of the National Foundation for Infantile Paralysis exist primarily to assure the best available medical care to every patient, whatever his age, race, creed or color. They will assume expenses when the family is unable to do so. Some Chapters have a standing arrangement with hospitals whereby they guarantee expenses for infantile paralysis patients, and make an arrangement with the family later, thus avoiding any delay in admitting the patient.

Infantile paralysis is one of the most expensive diseases known to medicine. Not only must a great deal of individual care be given each patient, but this care may continue over a long period of time. It is not uncommon for treatment to be needed for weeks or months, sometimes even for years. Few family incomes can withstand such a drain. Of the money collected each January during the March of Dimes, half remains in the county where raised, to be used for the benefit of infantile paralysis victims, the other half going to National Headquarters for its program of research, education and emergency aid during epidemics.

The Scout motto, "Be Prepared," is a good one for camp directors. It is well to have in mind essential procedures in case of emergency, and then not to worry. There is but little after all that we can do to control infantile paralysis; the few precautions advised here are a step in the right direction, but more definite protection must await the outcome of the extensive program of research now under way.

Good Idea!

Wandering Tools

WANDERING TOOLS and equipment have long been a problem to many camp directors. When the shovel belonging in the tool shed, or the hammer assigned to the youngest unit, is off "visiting" in another part of camp, it causes a lot of delay and frustration. Some camps have solved this problem by marking tools and equipment in identifying colors.

Assigning a different color to each area of camp in which tools and portable equipment are used or stored, and then painting the handles of each tool in the appropriate color, tells at a glance what is the home base of any particular items. At only a glance, a red-handled rake stands out as alien in a shed filled with yellow-handled tools.

What Camps Can

SHARE THE

By Catherine T. Hammett ACA Inter

IN CAMPS, as elsewhere, it is important to plan Share the Food activities this summer. No need to go into the whys, for no one can fail to be aware of the world's most crying need. If camps are to participate, plans must be made ahead. If campers are to be asked to help, plans must be made to help them understand the "whys" and "hows," so the sharing will be real.

Is it a rash statement to say that campers in general are probably better fed than any other groups of children? Camps pride themselves on added pounds, on adequate diets, on bountiful meals. But when the world's millions of children are starving, we cannot sit back and serve the same extras, the same bountiful meals — not with clear consciences.

And our children in camps need not suffer; if every camper this summer makes possible the saving of the wheat for one loaf of bread, the sugar from one desert, one candy bar—just think of the total savings, and they will never be missed! If every camper cleans his plate at every meal; if every hike group makes careful plans to carry enough, but not too much, so no food is wasted; if once a week, some special effort is made to save canned goods, or wheat; if camp kitchens use left-overs carefully, just think of the total savings!

There are many suggestions in magazines and newspapers of practical way of saving — less white bread, less pastry, less rice, etc., and more puddings, more

Can Do to THE FOOD

ACA International Relations Committee,
Girl Scouts, New York



Photo courtesy American Hungarian Relief, Inc.

fresh fruits, more vegetables and the like. We do not need to list these, but here are some suggestions for real camp participation:

Form a committee of campers which will help to plan a food-sharing campaign in the camp. Have pamphlets, papers, for them to study. Have a bulletin board that has news items, reports of progress, and so forth. Let this committee meet regularly, planning what may be done from day to day and also for special events, and let the other campers have a real share.

Be sure your dietitian knows that it is part of her job to plan meals that will share the food.

Give tent counselors and unit leaders help on wise planning of unit meals, hike meals, etc.

Plan a campfire or special meeting, occasionally, where reports are given and plans announced.

When canned or other foods are saved, have the camp donate the cans, or the money saved, to some special project. If, for instance, one dessert is given up by all the campers, have cans of fruit, that might have been used, on display in the dining room.

Plan a day a week when campers do not buy candy bars, but donate the price to a project fund.

Plan a Share the Food meal, when the food that is served is similar to that served by relief agencies. (Suggestions for such meals accompany this article.)

Several suggestions of relief agencies, that are prepared to put pennies and dimes to the best possible

sible advantage, are to be found in the column on "This World Of Ours" in this issue.

Canned goods that are saved or collected may be donated to relief agencies, or send to Victory Collection of Canned Food, UNRRA, 100 Maiden Lane, New York City. Send them a card asking for instructions.

The value of Share the Food

activities is not only in saving food, but also in actually experiencing what it feels like to be hungry. It does no good to have a program unless the end result is in better understanding by the campers of what they are doing, why they are doing it and what the actual service may be.

Every camp must help share the food this summer!

Suggested Menus

France

Breakfast

ersatz coffee (no milk)
bread

Lunch

tomatoes sliced cold in vinegar
boiled potato
string beans
berries or a peach

Dinner

vegetable soup
green salad with vinegar (no oil)
cheese or fruit tart

England

Breakfast

kedgeree (fish and rice)
bread with margarine
tea

Dinner

cheese and lentil pie
fried potatoes
rice pudding with prunes

Tea or Supper

soup
bread and cheese
lettuce

Italy

Breakfast

"coffee" of roasted barley
(use any non-caffeine drink)

Lunch

vegetable soup (spaghetti once a week)
a fresh vegetable
fruit

Dinner

vegetable soup
salad, bread

Greece

Breakfast

bread, coffee with milk

Dinner

macaroni
dried codfish or sardines
green salad without dressing
bread, a few raisins

Supper

dried vegetables in soup
olives, bread

Holland

Breakfast

bread and cheese
oatmeal, milk

Dinner

potatoes with gravy, if possible
cheese
for children in addition: bread
and sugar, chocolate or jam

Supper

similar to dinner but less food.

June is the time to —

Make that inspection trip to camp to check up on all equipment, condition of buildings, screen doors and windows, boats etc.

Give your caretaker a list of all the final preparations and maintenance jobs before the campers arrive.

Plant those flower beds around the camp site.

Secure copies of the fishing laws of your state to distribute to those fishing campers.

Make an outline of your staff training sessions in camp before the arrival of the campers.

List the various staff committees to be appointed at your pre-camp training period.

Make a list of the various work jobs that your campers can do to improve the camp site. Parents want their sons and daughters to learn how to do useful work and usually appreciate your giving their children that experience.

Decide on some all-camp project that the whole camp can participate in during the summer. You will find that campers who have a part in camp improvement will begin to talk about "our camp" instead of "your camp."

Get your buddy board and checks ready; inspect your life jackets and ring buoys and ropes and all swimming and life saving equipment before the staff arrives and replace or repair where necessary.

If you have fire-fighting equipment, tell your farmer friends and nearby resort owners that you have it and would be glad to use it in helping them fight fires on their property when the necessity arrives. It is good-neighbor policy.

Call or write your county road commissioner asking him to repair the county road leading to your property. Camps bring in much business to the county and many camps pay taxes for road upkeep.

If you have a gasoline storage tank and pump, have your gasoline supplier pump it dry to eliminate water that may have collected in it during the winter.

Plan to have an unusual personality such as a game warden, trapper, woodcarver, or an old native on your staff, or bring one into the camp during the season to add flavor to the camp program. Emphasize the early local history of your region by bringing in an old-timer for a campfire program, or just to be around to talk about the early days.

Re-emphasize upon your staff that the purpose of camping is to develop the individual girl or boy, rather than to teach canoeing, baseball or woodcraft, as such.

Lewis C. Reimann

Camp Charlevoix

Charlevoix, Mich.

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DDT

**What It Will Do
What It Won't Do**

How To Use It Safely

Dr. Margaret Lewis

Girl Scouts, New York

DO YOU remember when Sulfa drugs were going to cure all ills? When penicillin was to be the cure-all for everything? But that was only in the mind of the layman. The scientists knew better, and also knew that the after-effects of these marvelous drugs might not be the best for all people.

Well, we are now in the throes of another mistaken notion, and that is in regard to DDT. It **won't** cure all our insect troubles, and, unwisely used, will cause us new and different troubles!

We urge young people to go to camp so that they may learn to live in peace and understanding with other things that inhabit the out-of-doors, be it a mosquito, a toad, or a deer. We would hope **never** to kill off all flies, mosquitos, ants, and spiders because that would take away from the learning necessary to be a good camper.

We would certainly not wish to rely on DDT, or any other spray, to keep our camp kitchens and other buildings free of flies when so much can be accomplished by common sense cleanliness in kitchens and around garbage cans.

Conservation Important

Because camps are actively interested in a conservation program we could not be careless or unthinking in our use of any agent that might destroy wildlife needlessly and thoughtlessly.

Until further experiments have been carried on with DDT, we will make the following statement

on its use—especially in camps.

If you are going to use a DDT spray for controlling the number of house flies, mosquitos, and ants in a camp, we recommend using one that has an oil base and, of course, contains DDT. 2% is enough. And use this spray on and inside buildings, screened tents, garbage can racks, latrines and trash pits only. For cockroaches, a powder containing 10 per cent DDT, preferably combined with quick-acting poison like pyrethrum may be used. **Be sure they are both so marked on the label of the product.** Some authorities doubt the value of this powder as ordinarily applied.

If used on walls, the DDT should be painted on with a brush. Used in a flit gun it is likely to circulate in the air and end up on the floor. String, dipped in the solution and hung from the ceiling, is a good way to get flies. Remember, they do not die instantly. It takes from two to four hours.

Do not use any DDT spray or powder on water front areas, or in any part of the camp not mentioned in the above paragraph, until further experiments are carried on, and that will be another year or two.

The wholesale spraying of swamps, woodlands, and water-front areas is against our judgment at the present time. Use plain kerosene on pools and ponds, if it is necessary to use anything.

Some important precautions to be taken are: Keep oil-based DDT away from fire. Never spray on pets. Wash off if spilled on

skin. Don't use indoors near finished furniture, as it leaves a thin film on it. Ordinary camp furniture would not be harmed. Color powder DDT to avoid mistaking it for flour, cornstarch, etc. Colored or not, label it POISON and store away from all foodstuffs.

Read This Carefully

There is no insect spray known to man that will kill **only** the insect for which it is meant. So with DDT. If we use it for flies and mosquitoes it is certainly going to kill bees and other beneficial insects that are needed for pollinating flowers. Remember that nearly all cultivated things, such as apples, pears, peaches, tomatoes, peas, beans and strawberries, are dependent on insects to pollinate the flowers so we can get the fruit.

Many other things in nature need insects for their food — such as toads, some fishes, bats, dragon flies, spiders; some birds, such as the warblers, fly catches, woodpeckers; practically all birds feed their young on insects.

Also, no camp that is near farmland should destroy insects by the wholesale when the farmland is dependent upon a crop, or crops, that need certain insects to pollinate.

You can easily see that no one is in a position to give a wholesale blessing on the use of DDT in camps. Cooperate with us by using it only for flies, mosquitoes, ants and cockroaches, and then only in connection with the buildings and areas mentioned above. The use of it in open tents is rather futile.



This Year Try Water Pageants

CAMP dramatics programs do not need to come to a halt at the water's edge; not, at least, if the edge belongs to a small lake, equipped with float and docks, some boats and canoes. For a water pageant, like an opera, is an artistic hybrid. It does not belong wholly to pageantry or to water, but by combining various materials, a creative experience for all the participants and a "spectacle" for the audience can be achieved. It is, first of all, a creative experience because ready-made water pageants are hard to find, and whatever is chosen as basic material must be worked out and tried out by the group producing it.

We began with The Original Water Classic: "Beowulf." The sixth century provided us with the story of the swimming champion who conquered two sea monsters. The star-parts, Beowulf, Grendel, the monster and Grendel's mother required superior ability in surface diving. (They had to stay under long enough to impress the audience but not long enough to alarm the staff.)

Beowulf's stalwart men accom-

By Sara de Ford

Director, Quannacut Senior Camp
YWCA, New York

panied him across the high seas in Viking-prowed boats and canoes, and swam in formation with him on the fatal excursion to the dragon's lair. These heroes were our best boaters and canoeists and Red Cross Swimmers.

For an interlude of splashing sea monsters (unknown in the original) Intermediate swimmers in simple formation were used.

The King of the ravaged land, his Queen and other attendants were non-swimmers who held court on the float, about 75 feet out in front of the audience. In this way all classes of swimmers and non-swimmers could participate in the pageant.

Grendel's lair was the diving dock, near shore, so that the audience could view the struggle close at hand, and also so that the vanquished monsters could disappear under the dock and come up out of sight. Before each episode

a Reader, stationed on the diving tower close to the audience, read an abridged version of the modern text of the poem; speaking parts were confined to greetings between Beowulf and the court. The distance of the float and the effect of sound over water outdoors make extended speaking parts impractical.

Costuming for water-members of a pageant cast must, necessarily, be simple. The heroes were distinguished from water-monsters by the colors of their caps and suits. But the float-bound court wore royal robes and sat upon thrones. A portable victrola playing Die Meistersinger accompanied the formation swimming, since music is almost essential to keep a formation together, in time.

In spite of the loss and replacement of two different Grendel's in the cast, Beowulf was a success. But the casualties taught us to include three times as many girls in a water pageant cast as can be used in the final performance, since any ailment, however minor, precludes swimming.

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Our next water-work was Col-
 eridge's "The Rime of the Ancient
 Mariner," our most elaborate
 production, which involved nearly
 the whole camp. The float was
 converted into the Mariner's ill-
 fated vessel, with a sail hoisted
 upon the ring-buoy pole. It was
 manned by a crew of modern
 dancers, clad in gabardine rain-
 coats. They achieved the illusion
 of movement for the vessel as it
 sailed from one end of the world
 to another, while a verse-speak-
 ing choir, perched on the beach,
 read the poem. The Albatross
 was done by a solo dancer who
 clung to the Mariner while the
 slimy sea crawled with Inter-
 mediate monsters and, in the
 phantom ship (a rowboat) the
 dancers, Death and Life-in-Death,
 cast dice.

The lovely water snakes (swim-
 mers) swam in formation to De-
 bussey music until, with the Mari-
 ner's prayer, the Albatross sank
 into the sea. On shore a chorus
 hailed the happy ending of the
 Mariner's curse by singing "The
 Mariner's Hymn" as the Pilot
 rowed the Mariner home to his
 "own cuntry."

Our highest praise was a 14
 year old's comment: "We studied
 that in school all last winter and
 it was fierce! I didn't know it
 could be lovely like this."

Last summer's group re-
 arranged the old ballad of "Sir
 Patrick Spens" with "Noroway"
 a carefully labelled tree on the
 opposite shore. The Scots lords
 were provided with stiff card-
 board hats and orders to fling
 them to the shore-side of their
 vessels (rowboats), while they
 jumped the other way and
 "drowned," hanging unobtrusive-
 ly to the far gunwales. While the
 maidens waited for their lost
 loves, formation swimming was
 used, and the poem was recited
 by a choral group.

In "Sir Patrick," as in "The
 Mariner," changes in climate are
 left to the verse choir and the
 imagination of the audience.
 Neither "the new moon with the
 old moon in her arms" nor "the
 bloody sun at noon" can be pro-
 duced at four o'clock on an Aug-
 ust day. But suggestion and a
 few pieces of scenery and cos-
 tuming are sufficient for camp-
 ers, especially if, like the Noro-

way tree and the Scots Lords'
 hats, the ideas are their own.

Counselors can help with the
 basic ideas, but Campers usually
 need only the story and then a
 small group of six or so can draft
 a kind of co-operative script,
 which gives the general plan for
 the pageant. This group, whether
 swimmers or not can help to di-
 rect the pageant as it evolves in
 practice sessions.

Some day I hope to produce a
 pageant, story and all, with a

creative writing group. In the
 meantime, there are the world's
 great stories, which campers en-
 joy, to use. I still want to bring
 Ulysses home from Troy, to meet
 Circe and the Sirens at the Inlet,
 and, at the last, Penelope, on the
 docks. I keep wondering whether
 an older group of campers could-
 n't cut and rewrite "Moby Dick"
 into a pageant. Wouldn't an old
 rowbot, turned upside down and
 painted white, make a wonderful
 whale?



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Association Press

The President's Page

By Barbara Ellen Joy

President, ACA

At the Board of Directors' Meeting on February 13, 1946, in Boston, the following motion was passed unanimously:

"Recognizing our obligation to serve all persons and organized efforts in camping, we believe it timely to re-gear our convention structure to achieve this end in a more effective manner:

"1. To provide greater opportunity for the development of local persons for leadership in Camping in North America.

"2. To bring the intimate concerns and the forward moving program of the ACA closer to all camping leaders.

"3. To publicize and dignify the position of organized camping to all areas of America more quickly.

"Therefore, we recommend that: A—The ACA have a single national convention every second year. B—That on alternate years, starting in 1947, several regional national conventions be conducted, based on geographical areas.

"Since the budget of ACA is dependent upon a share of national convention income, it is essential that in alternate years, when conventions are conducted on a regional basis, those conventions provide for a sharing in convention income with ACA, the total of these to equal the amount budgeted as Convention Income."

A special Convention Committee appointed by the Chair brought in the recommendation that ACA accept the invitation to have its 1948 convention in Southern California, with the added recommendation that we remember St. Louis in 1940. Miss Patterson has visited the Southern California Section recently, and on May 2, Mr. Kenneth R. Zinn, President, reported that they have already started working on plans for 1948.

At the same Board meeting it was voted to change the name of the Associate membership to Student, and the Active to Individual.

At the Executive Committee meeting on February 12, as a result of a discussion on the budget items "Resales and Reprints," it was decided to both give and sell practical down-to-earth material to the membership. The Studies and Publications Committees and the national office are responsible for initiating and completing such projects. Suggestions for subjects and sources are solicited from the membership.

At the same meeting it was voted to develop a "kit" for new Sections and for new officers, to include pertinent material such as definition of committee structures and duties, policies and procedures, etc. This project was assigned to the Studies Committee, and when a tentative kit is prepared, it will be sent to all sections for experimental use and for further suggestions.

New Committees

The following new regular committees have been established in order to make the work and influence of the ACA more effective.

1. International Committee — to extend the cause of good camping to other countries through active participation of A C A. Chairman, Miss Catherine Hammett, National Headquarters, Girl Scouts.

2. Structure Committee — to examine the whole ACA structure, including constitution, policies, administration, long-term planning, section and committee responsibilities, membership development and fluctuation, finances and all other matters involved in operating our Association. Chairman, Mr. Elmer Ott, ACA

Vice-president. Mrs. Chauncey P. Hulbert, ACA Secretary, will continue to work on the Functions and Responsibilities pamphlet as a sub-committee of this new committee.

3. Planning Committee for regional conventions, conferences and workshops. Chairman, Miss Ramona Backus, President of the Chicago Section.

4. Advisory Committee to the Executive Secretary—to advise on current plans and problems, but not formulate policy, in the interims between Executive Committee meetings. It consists of the following members of the Executive Committee: Chairman, Mr. Alm; members, Messrs. Ott, Bassett, Desser and Miss Joy.

Mr. Charles Desser, formerly a member of the Finance Committee, has accepted the post as Chairman of that committee.

Mr. Frederick L. Guggenheimer has accepted the chairmanship of a temporary committee to prepare a statement regarding the relationship of camping to public education. The ACA has long needed a definite statement of policy on this broad subject.

Two of the Boston workshops are continuing their studies. One is the group considering "The Contribution of Camping to Social Equity and Social Harmony," the secretary of which is Mr. Harry Serotkin of Pittsburgh. The second is the group on Camp Health and Safety, which will continue as a sub-committee of the regular Health committee, of which Miss Marjorie Camp is Chairman. The first post-convention meeting of this group was held in New York on May 7.

Happy camping days to the thousands of you directors and to the hundreds of thousands of your counselors and campers!

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With The Sections

San Diego Sponsors Course

The San Diego Section of ACA in conjunction with several other sponsoring groups held a camp leadership training course in San Diego's Roosevelt Junior High School, on six successive Tuesday evenings beginning with April 23, in the belief that camping provides an unusual opportunity for the development of youth, and recognizing that the success of the program depends on good leadership. Three hurdle credits were granted to teachers for taking course and serving in a camp staff during camp session. One hurdle credit was granted to teachers for taking course. Sponsoring groups included: Boy Scouts of America, Camp Fire Girls, City-County Camp Commission, Girl Reserves, Girl Scouts, YMCA, YWCA, Adult Education, City Schools, San Diego Coordinating Councils, Community Welfare Council.

Pacific Camping Moves Ahead

A letter received from Robert B. Gould, President, Federation of Pacific Camping Associations, describes the rapid growth of this section of the camping field in the last few years. In the early days of ACA this area was known as the Pacific Section, but today there are the Washington, Oregon, Northern California, San Joaquin Valley, Southern California, San Diego and Arizona Sections—seven in all. In order that these individual sections might become better acquainted with each other, they agreed to form the Federation of Pacific Camping Associations, the primary function of which is to develop an annual conference which brings together the various Sections of the ACA on the Pacific Coast. The Federation also makes possible the exchange and coordination of ideas, activities and a large group sponsorship of any good proposed camping legislation.

The plan of the Association is as follows: The Federation Board is composed of two representatives from each Section. The Federation Board in turn elects

its own officers, which include a President, Vice-president, Secretary and Treasurer. The Federation Board has the responsibility of appointing the conference chairman, who automatically becomes a member of the Federation Board. The Federation Board meets at least semi-annually and the expenses of travelling to the Federation meetings is carried by the budget of each section for its delegates.

In 1948 Southern California will be the hosts to the American Camping Association convention, and with the united cooperation of the Sections in the Federation of Pacific Camping Associations the Californians are looking forward to a most interesting and instructive camping experience.

The present officers of the Federation are President, Robert B. Gould, Woodcraft Rangers, Los Angeles, Calif.; Vice-president, George Miller, Boy Scouts, Phoenix, Ariz.; Treasurer, Mrs. Emma Maxwell, Camp Fire Girls, Salem, Ore. The conference chairman for 1947 is Joe Tibbetts, YMCA, Portland, Ore.; program chairman, Edith Tweedie, Girl Scouts, Seattle, Wash.

Southern California Conference

The Southern California Section held its 19th Annual Camping Conference May 3-5 at Camp Seeley, in the San Bernardino Mountains, 75 miles from Los Angeles. The headline speaker at the Convention was the eminent Consultant Psychiatrist, Dr. Herbert E. Chamberlain.

This section is also planning to repeat a series of five planetarium lectures by Dr. Clarence H. Clemenshaw titled "Heavens Above." The first series took place in April and May and is to be repeated on successive Thursdays from June 13 to July 18 from 7:30 to 9:30 P.M. Dr. Clemenshaw is the Acting Director of Griffith Observatory and Planetarium. The topics to be discussed include: Identifying the principal stars and constellations; finding directions by the stars; the planets and their motions, the moon, the sun, etc.

Across The ACA Desk

By *Thelma Patterson*

Executive Secretary, ACA

During the last month your Executive has been travelling extensively, covering conferences in different parts of the country. On May 3, 4 and 5, there was the annual conference of the St. Louis Section in Sherwood Forest Camp, Troy, Mo.; on May 15 to 18, the annual conference of the Quebec Section in Montreal, Canada. Back to New York, May 19 to 25, for the National Conference of Social Work in Buffalo, and the Northeastern New York Section conference in Albany, on May 27 and 28.

On May 29 to June 2, your secretary attended the Central New York Section annual conference in Jefferson Park Camp, in Woodville, New York; from there to New York City to attend conferences with New York Section officers and national agency camping groups, National Girl Scout Camp Directors, and the American Youth Hostels Workshop.

Convention Planning

On May 10, a meeting of the 1947 ACA Regional Conventions and Fall Workshop Planning Committee was held in Chicago where preliminary plans were made for the mechanics, dates and suggested places for the ACA Convention which will be held on a regional basis in 1947. The National ACA Program Committee, Mr. A. Cooper Ballentine, Chairman, will conduct the program planning Workshop, Oct. 11, 12 and 13, 1946. This workshop will include both general program for the ACA Sections and national planning for the regional convention.

The Planning Committee, of

which 13 members attended the first meeting, consists of a nucleus of Chicago members, since both the chairman and headquarters are here, and members of nearby Sections, in order to have representation from as wide an area as possible.

Chairman of the Planning Committee is Miss Ramona Backus, with Chicago members as follows: Mr. Reginald Carlson, Miss Mary Farnum, Mr. S. D. Gershovitz, Mrs. Wilma Austin, Miss Betty Lyle, Mrs. Jennie F. Purvin, Miss Etta Mount, Miss Ella Ross, Dr. John Sprague, Miss Helen C. James and Mr. Sanford Herzog. Mr. Elmer Ott and Mr. Roy Bassett represent Wisconsin; Miss Catherine V. Richards, Michigan; Miss Stella Hartman, Indiana; Mrs. Ruth Becker, St. Louis; Miss Elizabeth Brown, Tennessee; Miss Marjorie Cooper, Lake Erie; Mr. Clarence Osell, Minnesota; and Mr. Max Lorber, St. Louis; with ex-officio members, Miss Thelma Patterson, Miss Barbara Ellen Joy and Mr. A. Cooper Ballentine.

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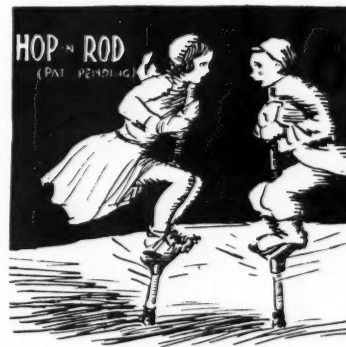
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This World Of Ours

By Catherine T. Hammett

Chairman, ACA International Relations Committee
Girl Scouts, New York

The International Relations Committee of ACA urges every camp to include in camp programs this summer activities that foster international understanding and interest. The committee suggests that all camps:

1. Encourage participation in the "Share the Food" program; take active steps in conserving needed food in camps; help campers understand the program, and gain from participation in it. For practical suggestions, see the article "Share the Food" in this issue.

2. Encourage participation in at least one service project for children in other lands, making it real service and sharing, not just donations of money in which the camper has little or no active part.

Here are some service projects the committee has checked and recommends:

If you are interested in helping **China**, write Miss Mildred Price, China Aid Council, Inc., 1790 Broadway, New York City 19, for suggestions on treasure chests of books that are badly needed in institutions for Chinese children. This project includes a scrapbook of America that would be a fine camp project.

If you are interested in helping **Czechoslovakia**—send rag dolls and toys, prepaid, to warehouse of American Relief for Czechoslovakia, 205 East 67th St., New York City.

If you are interested in **Holland**, contact Mr. Victor H. Scales, American Relief for Holland, Inc., 55 Broadway, New York City. Sleeping sacks and blankets for hostels and camps are needed.

If you are interested in helping **Hungary**, write The American Hungarian Relief, Inc., 165 West 46th St., New York City 19, for suggestions. They are interested in food and small necessities, and also have a plan for "adopting an orphan."

If you are interested in helping **Jewish** refugees, write S.O.S. (Supplies for Overseas Survivors), 270 Madison Avenue, New York City 16. This association has definite suggestions for camps, planned by a committee of camp people.

If you are interested in helping **Poland**, write Mr. Paul Super, c/o National Council, YMCA, 347 Madison Avenue, New York City 17. The Polish YMCA camps have been asked by the Polish Government to operate many camps for orphans this summer. Their greatest need from our camps is for food or money for food, concentrated candy bars, cocoa, buckwheat breakfast food and powdered milk.

If you are interested in helping **Russia**, write Mr. Edward C. Carter, American Society for Russian Relief, 5 Cedar St., New York City, who

has suggestions for help with badly needed medical supplies for Children's institutions.

3. Increase world knowledge and understanding by discussions, maps, bulletin boards, news-casts, etc., that will kindle interest in other nations, from the current events point of view. Here are a few suggestions:

There are many organizations doing a fine job of suggesting books, pamphlets, posters, maps, films, radio programs and so forth, that give background material for international understanding. Certainly every camp should have a supply of these for use of camp staff and campers. We suggest that you get in touch with the local offices of national boys' and girls' agencies, as they all are doing a fine job of suggesting materials for group projects.

The YMCA has a pamphlet "Program Suggestions for World Service Emphasis in YMCA summer camps." The YWCA has similar program packets that have a wealth of suggestions, too numerous to mention here. None of these is for sale or general distribution, because of limited production, but they are all well worth a trip to your local agency office to look them over. Or perhaps you can borrow them from another ACA member.

Printed material that is available free on request, or for purchase, includes: "You and the United Nations"—a pamphlet of program material for young people, compiled by representatives of six young people's organizations. Get this if you don't get anything else! it is available for 15c from American Association for the United Nations, Inc., 45 East 65th St., New York City 21. This association also has a book "A Third World War Can be Prevented Now," in which comic-strip technique is used. Single copies free; 100 copies 50c.

Good films of other countries, in war and in peace, about the food situation, or about how people live, are available at very low cost from British Information Services at one of the following addresses: 30 Rockefeller Plaza, New York City 29; 360 North Michigan Ave., Chicago 1; 391 Sutter St., San Francisco 8; 907 15th St. N. W., Washington 5, D. C. Send a post card for descriptions of films.

For intercultural activities, we suggest your contacting the Bureau for Intercultural Education, 1697 Broadway, New York City 19. Single copies of 1946 Publications on Intercultural Education, and of a leaflet "What the Bureau for Intercultural Education Is" are free on request.

The Camp Fire Girls, 88 Lexington Ave., New York City 16, lists these helps for sale:

"A United Nations Theme for Camp," programs to increase appreciation of people of other countries and people at home. Activities, games, menus, resource lists50c

"World Friendship," a series of programs meant to supplement the foregoing10c

The Committee offers its thanks to the organizations and individuals who helped us compile this material!

Laura I. Mattoon—An Appreciation

Laura I. Mattoon, a pioneer in educational camping, died on Wednesday, March 6, at her residence in Wolfeboro, N. H. She was born in Springfield, Mass. in 1871, where she lived until she moved to Wolfeboro in 1923.

Upon graduation from Wellesley College, Miss Mattoon taught at the MacDuffie School in Springfield, then soon was persuaded to accept a position at the Veltin School for girls in New York City. She taught there for twenty years.

Miss Mattoon's first camping expedition, during the summer vacation of 1902, was a natural transition from week-end trips. This was at the beginning of the century when so rough a life as camping was regarded as daring and unbecoming for young ladies. However, Miss Mattoon demonstrated convincingly the unique health and educational value in camping. Many of her advanced ideas have stood the test of time and coincide with commonly accepted practices in the camping movement. For more than ten years Miss Mattoon served as national secretary of camping organizations which preceded ACA.

During the forty-two years that Miss Mattoon directed Camp Kehonka, her influence was far-reaching. Campers and co-workers will remember above all her love of children; her self-sacrificing care of those in need of special attention; her love of animals and of the New Hampshire woods, lakes and mountains; her appreciation of simple beauty where most

people passed it by; her sparkling wit and inspiring wisdom which have established a firm foundation of standards, traditions and loyalties upon which Camp Kehonka still thrives as a worthy memorial of her life, devoted to the happiness and welfare of children.

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Resource Material in Camping

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Cleveland Council, Camp Fire Girls
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How to Know Mosses

By Henry S. Conrad. Published by H. E. Jacques, 1944.

This is an excellent key, especially for the amateur in nature lore, for determining the different classifications of mosses.

Guide to Southern Trees

By E. S. and J. G. Harrar. Published 1946 by Whittlesey House, 330 W. 42nd St., New York City.

A companion piece to Harlow's Trees of the Eastern United States and Canada, this book should enrich the library of any southern camp. The key given in the introduction and used throughout the book to aid in identification of members of tree families, is excellent. The many illustrations are outstanding, clear and accurate. The book is one which can be used by campers themselves as well as by counselors.

Enjoying Nature

Published by National Recreation Association, 315 Fourth Avenue, New York City, 10. 40 pages, 60 cents.

This pamphlet gives ideas for nature centers, nature trails and trailside museums. Good plans are given for methods of setting up nature trails, particularly for making of attractive signs and labels. Interesting suggestions are also given for texts of labels. The trailside museum section gives instructions for methods of setting up such a museum. An excellent bibliography is included at the end of the book.

The Game Book

By Margaret Mulac. Published by Harper and Bros., 49 E. 33rd St., New York City.

A companion volume to the very helpful "Playleaders' Manual," this book has all the answers to planning for recreation, games and game leadership that one can need. It is fine for camp counselors, the club leader, for hospitals, institutions and convalescents.

Parts of the book that will appeal especially to campers are travel games, hiking, nature ob-

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In addition to the section on games, data on table tricks, dramatics and puppets made of potatoes, apples and other interesting materials are also included. Techniques of game leadership are likewise covered.—B.E.J.

The Role of the Professional Organization

Members who have been following the discussion in these pages about the professional (or otherwise) status of camping should, without fail, read "The Role of the Professional Organization" in the December, 1945, "The Journal of Health and Physical Education." This splendid article was written by Dr. Ben Miller, able and experienced Executive Secretary of American Association for Health, Physical Education and Recreation, an affiliate of the National Education Association. Dr. Miller, who achieved notable success in his profession before taking this administrative position, deals not alone with the broad professional concept, but also packs into the article extremely sensible suggestions for the management of a professional organization.

The following sentences quoted at random will indicate the sort of clear thinking and honest speaking which Dr. Miller has used throughout this article. "Specialization should be the particular threshold from which the professional group enters the common courtyard, there to share in the total struggle for social improvement. . . . This broad concept offers a challenge to the profession to speak to the people in language that is sure, clear and so simple that it cannot be misunderstood. This in turn requires that the profession avoid stuffy, slipshod efforts, full of lingo, jargon and 'gobbledegook' . . . Any organization is justified only as a means to the definite job of building . . . All professional groups should encourage service to advance the individual as well as the profession. The professional group which leads is not the one that commands the greatest number of followers but that which can inspire the most to accept for themselves the pain as well as the joy of leadership."—B.E.J.

A Work-Study-Play Camp

Pages 36-43 of the 27th Annual Report of the State Supervisor of Adult Schools of South Carolina, 1944-45, contains a most interesting account of a "work-study-play" camp. This camp, Camp Opportunity School, Jr., was established in 1944 at Camp York, Kings Mountain State Park by the State Department of Education, the State Forestry Commission and interested individuals and organizations. Some 130 boys from 33 counties attended in 1945. These boys needed help, which was not available under the state system. This Camp was set up to do a job, and it did. The report may be obtained from the State Department of Education, Columbia, S.C.—B.E.J.

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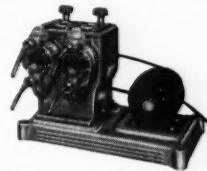


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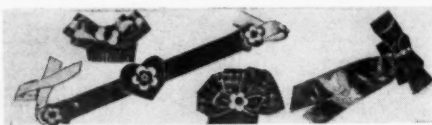
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Recent Magazine Articles

The following articles of interest to those who seek more knowledge of real woodcraft have appeared in recent numbers of national sporting magazines.

Outdoor Life, 353 Fourth Ave., New York City 10.

November, 1945—Tips that Save you Work
December, 1945 — Building your own Log Cabin

January, 1946—Army Gear Ready for Sportsman's Use

Camp Gadgets from Tin Cans
Small Items—but Important

February, 1946—New Uses for your Watch
Easy Methods of Catching Snakes
Knockdown Plastic Canoe
Watch your Water Supply

March, 1946—Now it's Overhauling Time

April, 1946—Useful Heath Knife
Wood-burning Tent Heater

Field and Stream, 515 Madison Ave., New York City 27

December, 1945—Light or Heavy Back Packing

February, 1946—Pad the Cold Away

Sports Afield, Hodgson Bldg., Minneapolis 1

November, 1945 — Weather Tips for the Sportsman

How to Make a Reflector Oven

January, 1946—Ballast your Tent Ropes

February, 1946—Tighter Axe Heads

March, 1946—Sustenance in Silent Places

The Ideal Cold Weather Tent —B.E.J.

News Notes

Audubon Society Has New Slides

The National Audubon Society announces a series of 2 x 2 full color slides, a new addition to the Audubon Film and Slide Library. Made from the bird paintings by Major Allan Brooks, the slides are expected to be a valuable aid to teachers, leaders, and to camps, clubs, youth groups.

The slides, 150 in all, are available in seven sets of twenty each and one of ten. They will sell for \$5.00 per set of twenty, \$2.50 for the set of ten, or \$35.00 for the eight sets. A listing of the various birds in each set may be secured by writing to the National Audubon Society, 1000 Fifth Avenue, New York, 28, N. Y.

The Audubon Rental Film Library also has a series of 16 mm. Silent Films, which may be rented for a nominal daily fee. These include films not only of birds in their natural surroundings but also such subjects as "Chumming With Chipmunk," and "Adopting a Bear Cub." A listing of the various subjects may be obtained by writing the Audubon Society at the address mentioned above.

Four Weeks Course at Wyoming

The University of Wyoming announces a 30 day Workshop in Outdoor Education and Recreation commencing on July 25, 1946.

The purpose of this cooperative workshop is to prepare participants as specialists, leaders, and administrators of school and community recreation projects. The first two weeks of the 30-day program will be conducted on the campus. The study will be devoted primarily to the philosophy underlying community and school recreation, and the development of practical plans for organization and administration of such. Opportunity will be offered to work out practical problems in the organization, administration, and conduct of various types of social recreation.

The second two weeks of the workshop will be conducted as a residence camp at the University science summer camp, forty miles from the University in the heart of the pines and lakes region of the Snowy Range. Here, participants will develop and put into operation the skills and techniques of camping and outdoor life. There will be social recreation, old time dances, campfire programs, nature walks, fly tying and fishing, photography, riding, and sports. Students will reside in snug log cabins adjacent to the central dining and recreation hall.

Students of the workshop may earn from 3 to 9 hours of college credit. The workshop carries credit of 6 hours. In addition, most students will want to work out a practical problem in one of the several related fields of recreation. Additional credit of from 2 to 3 hours will be granted for successful work.

For residents of Wyoming, the complete fee, including registration, lab fees, and 2-weeks residence with board and room at the Summer Camp will be \$65. Out-of-state participants will be required to pay an additional \$5 out-of-state fee for registration.

Girl Scouts Appoint Chairman

Mrs. E. Stuart Underhill, Jr., Hammondsport, N. Y., has been appointed chairman of the Girl Scout national camp advisory committee, it was announced recently by Mrs. Paul Rittenhouse, Girl Scout National Director.

Mrs. Underhill succeeds Mrs. Walter N Rothschild of New York, who was elected first vice-president of the Girl Scouts at the recent convention of the national organization held in Atlantic City, N. J. Mrs. Rothschild headed the national camp advisory committee for twenty years.

The national camp advisory committee which will serve under Mrs. Underhill's chairmanship includes Mrs. George Dunham, Plainfield, N. J.; Mrs. A. W. Merriman, Schenectady, N. Y.; Miss Marjory Kirk, Syracuse, N. Y.; Mrs. E. K. Fretwell, New York City; Mrs. Robert Smith, Poughkeepsie, N. Y.; Mrs. Melvin Title, Hartford, Conn.; Mrs. Dyson Duncan, Chappaqua, N. Y.

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YMCA Motion Picture Release

"Play Softball," a new 35mm. slide film, 86 frames, recently released by YMCA Motion Picture Bureau, 347 Madison Avenue, New York 17, N. Y., is said to demonstrate approved methods of pitching, catching, batting, fielding, base-running, sliding, and to emphasize teamplay. Association Films and Look Magazine are the producers, with action photos shot by Look staff photographers. It may be purchased with bound narration and use-guide at \$3.50.

New Hydraulic Hand Spray

Pesky insects, a kill-joy to outdoor folks, may soon lose some of their ill-won laurels through a newly invented, hydraulic hand syringer, according to the manufacturer, Cornelius Co., Minneapolis, Minn.

Standing less than 5½ inches high and made entirely of brass and stainless steel, the sprayer is said to create billows of penetrating aerosol-type mist for spraying insecticides, repellents and similar liquids. A single 2½ inch stroke of its tiny piston is claimed to produce a nozzle pressure of 300 pounds.

Small enough to toss into a duffel bag for fishing, camping or hunting trips, the compact sprayer produces a mist claimed to be capable of penetrating cracks, crevices and other areas. It can also be used to spray in automobiles, on grass and shrubbery around camp and parking areas and around boat docks.

New One-Room Heating Unit

A new steam heater is being produced by the Wittie Mfg. & Sales Co., 1414 S. Wabash Ave., Chicago 5, Ill., to meet the needs of homes, camps, offices, summer cottages, etc., for a compact, one-room steam-heating unit.

The heater is said to work on a new principle which provides not "fireplace" heat, but uniform, all-over warmth from floor level up.

In the maker's literature complete safety

for children as well as adults is said to be assured by a number of precautions worked out in the heater's construction, as there are no exposed glowing coils to cause possible fire or skin-burn, and no sharp outer edges to bruise, all corners being carefully rounded.

In addition the Wittie's inner heating unit itself is said to be enclosed well within the cabinet and out of reach of prying fingers or small objects. The cabinet, is equipped with a Stay Cool luggage-type handle for easy carrying. A further safeguard cited is an automatic shut-off, which shuts the heater off instantly in case of mechanical irregularity from any cause.



New Ceramic Kiln

Rogers Electric Kilns, 16 West Glenside Avenue, Glenside, Pa., are producing a ceramic kiln which they claim is of unique construction in that the open door of the kiln rests steadily on the top of the kiln, thus permitting free access to the interior, and in its closed position the door is held in place by gravity.

The manufacturer stresses the advantages of the portability of this unit and the fact that it may be operated off A.C. or D.C. house current. The heat within the kiln is gauged by observing a pyrometric cone, which they claim since it is made of clay, acts like the ware itself.

Insect Control for Camps

A new idea in insect control in summer camps has been inaugurated by Insect Control and Research, Inc., Johnnycake Road, Baltimore, Md. According to a recent bulletin received from them, this company offers two services to camp directors: A. - Consultant service which includes a survey of your insect problems, recommendations for their control or prevention and training of your staff in control measures. B. - Complete pest control service in which the company does all of the control work, furnishing labor, supplies and equipment and making regular inspections.

Information on Nature Schools

Here is a list of Nature schools and courses that will be in session this spring and summer, where leaders and counselors can go to learn about the out-of-doors:

1. Audubon Nature Center, Greenwich, Connecticut, and Audubon Nature Camp, Medomak, Maine. For information write to Mr. Carl W. Buchheister, 1006 Fifth Avenue, New York 28.

2. Conservation Workshop, Goddard Park, East Greenwich, Rhode Island. For information write to Mr. Harold L. Madison, 205 Grotto Avenue, Providence 6, Rhode Island.

3. San Jose State College, San Jose, California. For information write to Mr. P. Victor Peterson, Chairman, Department of Science.

4. University of California, Santa Barbara College, Santa Barbara, California. For information write to Mr. Harrington Wells, Professor of Science Education.

5. Oglebay Institute, Wheeling, West Virginia. For information write to Mr. W. Hughes Barnes, Director of Nature Education.

6. Michigan Department of Conservation, Roscommon, Michigan. For information write to Mr. Russell J. Martin.

7. Conservation Laboratory, Leesville Lake, Ohio. For information write to Mr. Ollie E. Fink, State Office Building, Columbus, Ohio.

8. National Camp, Lake Mashipacong, Sussex, New Jersey. For information write to Dr. L. B. Sharp, 14 West 49th Street, New York 20.

9. American Museum of Natural History, New York 24, N. Y. For information write to Miss Farida Wiley.



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